A L P H A S I M

GUIDE FOR TUTORS

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INTRODUCTION

ALPHASIM is a distance education literacy project that poses a major challenge for those involved in its implementation. From past experience, we know that it is important for nonreaders* to develop a sense of belonging to their training group and that andragogical support from the teacher or trainer is essential throughout the training process.

Moreover, school boards and community-based literacy groups are far from reaching the majority of the nonreader population through their training workshops. Many nonreaders are hindered by embarrassment, aversion toward "school," or simply personal or organizational constraints, such as distance, work or family responsibilities.

A distance education service may therefore be useful to them, provided that it takes into account their need for support and their personal, family and social profiles.

Following a Québec-wide tour to present the ALPHASIM literacy tool kit, on several occasions it was suggested that ALPHASIM — especially the videotape, which clearly illustrates how to offer integrated literacy training — be used as a promotional tool.

This support guide takes a look at some of the facts regarding illiteracy in Québec in terms of statistics, the causes of illiteracy and the profiles of nonreaders. It also provides a brief overview of the literacy training available in school boards and community-based literacy groups and the andragogical approach used in this type of training. It then discusses the objectives and instruments of the ALPHASIM project along with the roles and skills required of tutors.

* The term *nonreaders* is used throughout this document to refer to nonreaders, nonwriters and people with low literacy skills in general.

PART ONE

ILLITERACY AND ALPHASIM

1.1 FACTS REGARDING ILLITERACY

1.1.1 Statistics

Apart from its obvious meaning of the absence of a written code, the general meaning of the word *illiteracy* is a social reality that prevents a person who is experiencing that reality from playing full family, social, economic and cultural roles. Illiteracy affects all age groups of the population and women as well as men.

In Québec, close to 900 000 adults from ages 16 to 69 have been officially identified in censuses as nonreaders. However, it is important to point out that this group can be broken down into four skill levels, which were determined by Statistics Canada. These levels make it possible to estimate the number of people with a relatively strong aptitude for reading, writing and basic calculations. These levels are described in the following paragraphs.

Level 1 includes 6% of the adult population in Québec, or 283 000 people, who have major difficulty reading. In concrete terms, these are people who can neither read a word nor write a sentence. They have great difficulty recognizing certain letters of the alphabet, and this is assuming that they do not have any learning difficulties, which in actual fact are quite prevalent among such individuals.

Again according to Statistics Canada, 13% of adult Quebecers, or 606 000 people, are able to recognize one familiar word in a simple text and can only use written material to carry out the most elementary tasks. These people fall into level 2. They will grasp the meaning of a sentence because of a specific word that they have often seen before and that has been brought to their attention. These individuals may be able to write certain visual information that they have learned through automatic reflex, such as signing their name or writing their address on a form.

Level 3 includes adult Quebecers who are able to use written material provided that it is clearly written and deals with simple tasks. These are people who can read generously spaced text written in large type and very simple language. For example, the sports section of the newspaper would be easier for them to read than a novel. They are able to write short messages to their children, shopping lists and greeting cards. However, it would be very difficult for them to keep a diary or to respond to a job offer in writing.

Lastly, level 4 characterizes 57% of adult Quebecers, namely, those who have sufficient reading skills to perform routine reading tasks. Their skill level is such that they can acquire new knowledge from written material. These are people who are able to read with relative ease and can write texts from one to five pages long. However, they are not

inclined either to choose reading material that contains unfamiliar vocabulary or to write for pleasure[1].

1.1.2 Causes of illiteracy

Illiteracy is rarely associated with only one cause, but rather with several, often interrelated, causes. Five categories of causes have been identified in the main studies conducted on illiteracy[2]:

- physical causes: severe learning difficulties related to a dysfunction of the central nervous system;
- psychological causes: a permanent state of anxiety, chronic insecurity;
- family causes: family violence, alcoholism, a death in the family that shifts certain responsibilities onto the children (having to work at a young age outside the home, taking care of younger siblings);
- school-related causes: poor integration at school, excessive performance demands made by parents;
- economic, social and cultural causes: unemployment, poverty, negative misconceptions regarding school, different cultural origins.

When we look at these causes, we cannot help but notice striking similarities to the profile frequently painted of socially disadvantaged classes. However, it is also apparent that some of these causes can be found in all stratas of Québec society. It is therefore important to remember that nonreaders are simply human beings with potential who, like most other people, are seeking to develop and fulfill themselves.

1.1.3 Profile of adult nonreaders

Nonreaders live in a very particular world. To understand how it works, it is important first to become familiar with their personal characteristics. Nonreaders are people who resolve PROBLEMS and carry out PROJECTS just like other people in society. What sets them apart, however, is one of the problems they have to resolve: the fact that, to varying degrees, they have difficulty or are unable to read, write and do basic calculations, and are thus deprived from living like those who do not have this problem and from the many advantages and opportunities offered by society.

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1 Statistique Canada, *L'alphabétisation des adultes au Canada*, Résultats d'une enquête nationale.

2 Margot Désilets and Jean Patry, *La formation des enseignantes et des enseignants en alphabétisation*, Direction de la formation du personnel scolaire, Québec, 1993.

- ***Sociological profile***

Nonreaders may have experienced or still be experiencing long-term situations involving social assistance, unemployment, outdoor work, domestic work, acting as head of the household and running it on a daily basis. We find a variety of people living in these situations, including young people ages 16 to 18, women, men, immigrants, individuals who are physically or intellectually challenged, people living in nursing homes and even ex-psychiatric patients.

- ***Personal profile***

Nonreaders are often deprived of the minimal skills needed to function socially, such as being able to read instructions, fill in a questionnaire or understand dosages on prescriptions. In most cases, they have developed very few, if any, of the prerequisite skills - for example, developing learning strategies such as gathering and organizing information - needed to acquire these minimal functional skills. This lack of prerequisite skills and hence of minimal functional skills prevents them from acquiring other skills which would in turn allow them to enhance their initial skills themselves. For example, if we know how to do basic calculations and we actually perform such operations, we practice and improve our calculation skills. Lastly, one of the most disturbing characteristics of nonreaders is their low self-esteem and the accompanying loneliness. Even though these individuals have always somehow managed, they have usually not been able to go beyond "just managing" to the feeling that they are progressing. Nonreaders often feel that they are simply treading water, that they are just managing to keep themselves and their families afloat and that they are often losers in the eyes of those around them, sometimes even their own children who, occasionally have the means to move forward.

1.1.4 Illiteracy indicators

As already mentioned, nonreaders expend a great deal of energy trying to cover up their situation. Yet it is possible to detect illiteracy in an individual, using certain indicators, in order to subsequently establish interpersonal relations with that person and cultivate an atmosphere of trust and respect. Below is a list of the most obvious indicators that identify a person as having problems relating to illiteracy. Needless to say, these indicators are not necessarily related to the problem of illiteracy, but they may often be indicative of it[3] :

- camouflage: this indicator is evident in phrases like "I don't have my glasses", "My hands are dirty", "I hurt my hand", "I'm in too much of a rush", "I don't hear well" (when in fact the person does not understand) or "The bell hasn't rung." Unfortunately, the camouflage strategy may also come across as deceit.

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[3] *Ibid.*

- language used: problems in oral communication, while not exclusive to nonreaders, are somewhat particular in their case. Language deficits indicate that their oral communication skills have never been supported by reading or writing behaviors and that they cannot be reinforced by any concrete material representation.

- Major lacks in terms of basic social skills, e.g. disregard for oral and written instructions; misunderstanding of labels (toxic products, dosages); difficulty finding the right information in the right places at the right time; assertiveness replaced by aggressiveness, manipulativeness and submissiveness.

- Social dependency: this is evident in their relationships with parents, friends and the institutions on which certain people are "chronically dependent." This dependency is often ongoing.

- Confusion and aggressiveness, which result from this social dependency: social situations frequently constitute events that reactivate past traumas which, in turn, bring certain defense mechanisms into play. For instance, in a public place when something is explained quickly and nonreaders do not understand, they may feel humiliated and get angry (asserting and protecting themselves by becoming aggressive).

- Lateness or over-punctuality caused by orientation problems regarding time and space.

- Exaggerated sense of the value of "instruction," in which the person idealizes what he or she does not have.

- Exaggerated disdain for "instruction," reflected in indifference or contempt.

- Refusal of a job, new job or promotion.

1.2 A SOLUTION: LITERACY TRAINING

While nonreaders are often isolated and resigned to their predicament, if they are sensitized to the solutions that can change their situation, and, above all, if they undergo some positive training experiences, they will then be very motivated to try out and often adopt these solutions. The main solution is literacy training, which is offered in both school boards and community-based literacy groups.

According to section 11 of the *Basic school regulation respecting educational services for adults in general education,* "literacy services are designed to enable an adult to increase his functional abilities through the acquisition of listening, oral expression, reading, writing and arithmetic skills based on his everyday activities and needs and, where applicable, to make it possible for him to pursue further studies."[4]

1.2.1 *A Guide to Customized Literacy Training*

In both school boards and community-based literacy groups, literacy training is based on the specific needs and goals of individual adult learners and groups of adults learners, in order to help them to acquire basic knowledge of reading, writing and arithmetic skills and ultimately live fuller lives as both individuals and members of society.

The ministère de l'Éducation du Québec has defined a number of literacy training guidelines and produced a training guide entitled *A Guide to Customized Literacy Training*, especially for school boards. This guide proposes training objectives and teaching/learning content based on practices that are centered on the needs of adult nonreaders and that heavily emphasize the transfer of learning (i.e. skills and knowledge) to the everyday situations that gave rise to the needs in the first place.

The fundamental characteristics of literacy training are summarized below. It must comprise:

- a learning experience that focuses on the language of instruction and arithmetic and that is integrated into themes, projects or functional situations related to daily life;

- a customized training process that expressly acknowledges the abilities of each adult learner and each group of adults, identifies their educational needs, and helps them define and plan their own learning projects;

- a functional learning process that takes into account the fundamental aspects of the person (emotional, perceptual, cognitive and active) by describing the latter as modes of interacting with the environment, and that is consistent with the customized training process.

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[4] Ministère de l'Éducation du Québec, *Basic school regulation respecting educational services for adults in general education,* May 1994.

Taking this into account, adult learners can be said to have finished their literacy training when they have achieved all the objectives that will enable them to reach the goals they set themselves when they first registered in literacy training activities.

In community-based literacy groups, it is the responsibility of each group to define its own orientations and how they will apply them. Given the cultural, economic and political dimension of literacy training, training workshops are sometimes made up of social groups that share goals on empowering themselves and playing more active roles in society. In such instances, it is easier to assess the transfer of learning, which is essentially determined by the learning progress made in terms of basic literacy skills.

1.2.2 Andragogy: a discipline at the service of adult literacy training

In the context of a return to school (reentry education), adult learners clearly do not feel the same as young children do when they first venture out to school. While adults who left school some years before are, of course, unsure of themselves as they face an essentially new situation, they do have past experiences to refer to. This is why we have a separate discipline for adult education known as andragogy.

Inspired by the Greek term *androusthai*, which means, "wanting to achieve maturity", andragogy is based first and foremost on respect for the experience acquired by the adult throughout his or her life. We will therefore speak of program and material content that respects the principles of andragogy. These have been formulated by various authors, of whom the best-known - Pine and Horner - reiterate, based on the components of an adult's life, a number of guiding principles that must underly any form of adult education activity.

In other words, whether in the context of workshops, individual monitoring or tutoring, anyone whose task is to pass skills and knowledge on to adult learners must bear the following principles in mind:

- The training given must be something that can be continued and fit in with everyday life.
- The training must take into account the psychological characteristics particular to adults.
- The training must be geared to adult learners' daily activities.
- The training must have some cultural value.
- The teaching/learning experience must be built on cooperation.

Starting from these principles, the individuals who interact with adults in any teaching/learning context should be able to provide conditions that will generate interest and foster maximum learning.

1.3 THE ALPHASIM PROJECT

The ALPHASIM project was mainly implemented to meet the needs of adult nonreaders who do not wish, or are unable, to register in literacy workshops in school boards or community-based literacy organizations, but who nonetheless wish to acquire additional reading, writing and arithmetic skills and transfer this learning in such a way that they are able to modify some of their reading, writing and arithmetic-related behaviors in real-life situations.

1.3.1 Objectives

The main purpose of ALPHASIM is to give adults the desire to read, write and do arithmetic by helping them regain confidence in their ability to do so. As literacy training is functional in nature, it is important to verify the needs that motivate adults to undertake such training, and that tutors take these needs into account when doing follow-up. ALPHASIM is also intended to give adults the desire, where applicable, to continue their training with other adults in an adult education center. ALPHASIM — especially the videotape, which clearly shows how to carry out integrated literacy training — may also serve as a useful promotional tool. The specific objectives of ALPHASIM are the following:

- to give adults the skills needed to do a few simple reading, writing and arithmetic exercises related to the theme presented in the video;
- to introduce adults to the resources available to help them continue their training in a training centre or with a group of adult learners if they so wish;
- to enable them to develop greater autonomy in the way they use the resources available to them for meeting their training needs;
- to enable them to derive enjoyment from learning exercises, to increase and maintain this enjoyment, and as a result, to transfer these positive feelings to the learning process in general;
- to provide complementary instructional tools for training groups that are currently in operation;
- where applicable, to allow those responsible for literacy training in school boards and community-based literacy groups to use the ALPHASIM kit as a promotional tool.

1.3.2 Indicators for verifying whether individuals who register in ALPHASIM have ability required to undertake training

Reading

- able to read meaningful[5] common words;
- able to read and understand short meaningful sentences (containing from 8 to 10 words).

Vocabulary

- able to understand meaningful words.

Oral communication

- able to understand the meaning of a message or short text that is presented orally;
- able to perform the oral instructions given by a speaker (for example, the tutor);
- able to express themselves in English in a way that is intelligible to a listener for example, the tutor).

Personal skills

- have good visual and auditory acuity;
- able to access a VCR and operate it correctly (fast forward, rewind, pause, etc.);
- prepared to organize themselves and sufficiently disciplined to set aside periods for working with the tools in the ALPHASIM kit (videotape, printed material, etc.);
- willing to ask the tutor who is supervising their training for assistance as often as necessary;
- ready to assess their own learning progress with the assistance of a tutor.

1.3.3 Suggested timeframe

The learning pace of each adult who registers in the ALPHASIM process determines the completion timeframe, which can range from three to six weeks, depending on the themes presented and the individual learner's needs.

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5 Meaningful: Common familiar words that are used in everyday situations.

1.3.4 Resources

1. The VIDEO, which depicts a real-life scene related to **time management**. The scene involves Suzanne, Félix (Suzanne's son), and Rachel, her neighbor. It presents various learning opportunities that involve reading, writing and arithmetic. During these learning activities, the adult learner is asked to do appropriate exercises that are indicated in the VIDEO and explained in the ADULT LEARNER'S WORKBOOK.

2. The ADULT LEARNER'S WORKBOOK, which has seven parts: an initial self-assessment exercise dealing with how each person learns, followed by five parts that include exercises on the themes dealt with in the VIDEO, namely, **shopping, messages, receipts, recipes, and organizing a day's activities**; the last part provides a summary of the overall theme: **time management.**

3. The TUTOR, who assists the adult learner and answers his or her questions throughout the training process. The tutor gives the learner his or her telephone number so that he or she can be reached throughout the training.

4. The last section of the ADULT LEARNER'S WORKBOOK, which includes additional exercises that enable adults who wish to do so to take a closer look at a number of concepts involving reading, writing and arithmetic and related to the themes presented in the VIDEO.

1.4 THE ROLES AND SKILLS REQUIRED OF TUTORS

1.4.1 Roles

Above all, tutors must provide guidance and support. In a distance education process, adult learners carry out their learning activities on their own. However, they may require the services of tutors, who will then have to help them overcome any difficulties they may be having with the content, exercises and learning process. The contacts between adult learners and tutors take place over the telephone. It is often during the first phone conversation that the two decide on how they are going to function and when the tutor will be available. This first call is therefore crucial in establishing a positive contact with the learner. It will set the tone for all subsequent interaction and will allow the tutor to verify what has motivated the adult to register in the ALPHASIM process.

Tutors must provide adult learners with reliable support throughout the training program in order to **help them overcome any difficulties they may have organizing their work and managing their time** and in terms of motivation. Yet the support they offer must be flexible and minimally constraining.

Tutors also play the role of **evaluators**. It is important to involve adult learners in the assessment[6] process and to make them aware of the progress made and objectives attained.

Sample evaluation forms and checklists are included in Section 2.2.

1.4.2 Skills required

Previous studies[7] have made it possible to define the skills required of trainers and teachers working with adult nonreaders. A brief presentation of these skills may provide a few guidelines regarding the behaviours and attitudes to be developed in adult nonreaders.

Three types of skills have been identified:

1. **Andragogical skills.** For example, *designing an overall plan of teaching/learning activities, helping the adult to identify his or her personal needs, designing and adapting learning materials, and preparing assessment activities* are the key educational skills involved in adult education and literacy training. These skills are associated with tasks of a more general nature: organizing the overall training project, carrying out the teaching/learning activities using an appropriate andragogical approach and teaching/learning process, and interacting with the learner as a partner in a privileged relationship.

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6 In the literacy field, "assessment" is generally used in reference to learning progress and "evaluation" in reference to programs or projects.

7 Margot Désilets and Jean Patry, *op.cit.*

2. **Skills related to the subject matter.** For example, *seeing the possible links between the acquisition of concepts and their usefulness in real-life situations, and mastering the concepts to be taught* require trainers to act as content specialists as needed. In literacy training, the subject matters are the language of instruction and arithmetic.

3. **Psychosocial skills.** For example, *knowing the psychology of the adult learner and understanding illiteracy as a social phenomenon* enable trainers and teachers to see their role within the broader context of the environmental conditions that either help or hinder learning.

PART TWO

PROGRESS ASSESSMENT

2.1 GENERAL INFORMATION

Using the exercises suggested in the ALPHASIM *Adult Learner's Workbook*, it is possible to verify the extent to which the conceptual objectives corresponding to the prerequisites for Step 2 as presented in Book 2, "English," of *A Guide to Customized Literacy Training* have been achieved. It is in Step 2 that most of the objectives are found, and theoretically after Step 2 that the adult learner has completed his or her literacy training. A number of summative evaluation tests have been prepared by the MEQ to be administered after Step 2 for adult learners who wish to assess their progress at the end of this stage[8]. These documents are also available for community-based literacy groups.

The literacy training approach is a functional one: the learning activities pertaining to reading, writing and arithmetic skills are integrated into themes, real-life situations or projects relevant to adult learners' needs. It is important to verify both the adult's theme-related learning, and the progress made in terms of the actual learning process. The latter makes it possible to gauge the adult's capacity for "learning how to learn", a skill which is very important in the distance education context.

The adult learner's progress should be assessed at the end of all the exercises in the *Adult Learner's Workbook*. The tutor will determine the level to be attained in terms of evaluation, based on the adult learner's needs and ability to transfer the learning to real-life situations. Based on the corrections the tutor makes to the learner's exercises and on their telephone conversations, the tutor can do a formative evaluation using the instruments that are suggested in this guide as a means of facilitating assessment of the three types of learning:

1. **To assess the adult's progress regarding the theme, see the checklist entitled "The adult learner's theme-related progress";**

2. **To assess the adult's progress in terms of the actual learning process, see the checklist entitled "The adult learner's progress in way of learning";**

3. **To assess the adult's progress in terms of reading, writing and arithmetic skills, see the checklists entitled "The adult learner's progress in English" and "The adult learner's progress in arithmetic."**

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8 These evaluation documents can be obtained by contacting the Service de l'évaluation of the Direction de la formation générale des adultes (DFGA).

These checklists and forms are found in this chapter immediately after the introductory text.

Tutors must also ensure follow-up after receiving each exercise from the learners in order to guide them through the various stages in the process.

In order to help tutors orient adult learners as they work towards achieving the prerequisites, a list of objectives for Steps One to Four is presented in Appendix 4 entitled "*Alphanumerical Literacy Codes*" of *A Guide to Customized Literacy Training*.

By way of information, Appendix 2 of the present document provides a table showing the content distribution for the various training units in Step 2.

Lastly, page 16 of this Guide presents guidelines pertaining to the first contact with the adult learner. This contact must establish the groundwork of trust that is essential between tutor and learner. If possible and if the learner agrees, the first contact may take place in person. A meeting with the adult will make it easier for the tutor to assess his or her learning progress by providing guidance in the self-assessment exercise presented in the *Adult Learner's Workbook* and by administering a placement test. The literacy placement test of the ministère de l'Éducation du Québec can be used for this purpose. This test includes exercises for each of the four learning steps and is available in all school boards that offer literacy services.

2.2 PROGRESS ASSESSMENT FORMS

THE ADULT LEARNER'S THEME-RELATED PROGRESS

TIME MANAGEMENT

SHOPPING

MESSAGES

RECEIPTS

RECIPES

ORGANIZING A DAY'S ACTIVITIES

THE ADULT LEARNER'S PROGRESS IN WAY OF LEARNING

	Yes	Some-what	No
1. The adult showed that he/she was able to assess his/her learning progress: – by openly manifesting the desire to learn. – by expressing his/her impressions in writing or over the phone. 2. The adult showed that he/she was able to explore the information related to the learning activity: – by collecting it in the proper manner. – by choosing the information that was useful to him/her. – by classifying it correctly. – by making personal comments. 3. The adult showed that he/she was able to understand the information that he/she collected: – by using the right words. – by making judgments based on the correct information. – by reasoning in a logical way. – by deciding when and how to use what he/she had learned. 4. The adult showed that he/she was able to actively apply what he/she had learned: – by taking risks. – by relating it to real-life situations in his/her own life. – by commenting on his/her efficiency, satisfaction or dissatisfaction.			

THE ADULT LEARNER'S PROGRESS IN ENGLISH

The objectives in the tables below correspond to the following courses (codes), depending on the progression followed:

ENG-B011-4 / ENG-B012-4 / ENG-B013-4 / ENG-B014-4

The following legend is given in the "*Alphanumerical Codes for English Literacy Training*": ENG (English), B (base), 01 (Step One), from 1 to 4 (first code to fourth code), 1 or 2 or 3 or 4 (number of units, each unit corresponds to 25 hours of training).

The distribution of all the literacy objectives among the various training units is given in Appendix 4 entitled "A*lphanumerical Codes for English Literacy Training*", of *A Guide to Customized Literacy Training*, which should be available to school boards as of early fall 1999.

The skills to be evaluated, as shown in the checklist below, are based on the prerequisites identified in the "Comprehensive Table of Literacy Objectives for Language and Arithmetic, Steps One to Four", found in Appendix 1 of this *Guide for Tutors*.

Listening and Speaking Skills			
Skills	**Easily**	**With difficulty**	**Not yet**
The adult can answer specific factual questions.			
The adult can provide personal information clearly.			

Reading Skills			
Skills	**Easily**	**With difficulty**	**Not yet**
The adult has developed an advanced sight-reading vocabulary.			
The adult has met basic reading requirements.			
The adult can recognize consonant sounds including consonant blends.			
The adult can read possessives correctly.			
The adult can use alphabetical order.			
The adult can tell time.			
The adult can use calendars.			
The adult can recognize common symbols.			
The adult can use a dictionary to find the meaning of a word.			

Writing Skills			
Skills	**Easily**	**With Difficulty**	**Not yet**
The adult can spell and use words related to personal information.			
The adult can form complete sentences.			
The adult capitalizes the first word in a formal piece of writing.			
The adult capitalizes calendar divisions.			
The adult can write for content and meaning.			
The adult knows the required format for a letter.			
The adult can use regular verbs in the past tense.			
The adult can use the appropriate format and style to complete different types of forms.			
The adult uses initial capitals for names of buildings, places and geographical features, and organizations and businesses.			
The adult can use and spell correctly common plural forms of nouns.			
The adult can use the present tense correctly in the third person singular.			

Vocabulary Skills			
Skills	**Easily**	**With Difficulty**	**Not yet**
The adult can recognize compound words.			

Thinking Skills			
Skills	**Easily**	**With Difficulty**	**Not yet**
The adult can understand analogy.			

THE ADULT LEARNER'S PROGRESS IN ARITHMETIC

The objectives in the tables below correspond to the following courses (codes) of Step Two, depending on the progression followed:

MTH-B011-2 / MTH-B012-2 / MTH-B013-1 / MTH-B014-3

The following legend is given in the *"Alphanumerical Codes for English Literacy Training"*: MTH (mathematics), B (base), 01 (Step One), from 1 to 4 (first code to fourth code), 1 or 2 or 3 or 4 (number of units, each unit corresponds to 25 hours of training).

The distribution of all the literacy objectives among the various training units is given in Appendix 4, entitled *"Alphanumerical Codes for English Literacy Training"*, of *A Guide to Customized Literacy Training*, which should be available to school boards as of early fall 1999.

The skills to be evaluated, as shown in the checklist below, are based on the prerequisites identified in the "Comprehensive Table of Literacy Objectives for Language and Arithmetic, Steps One to Four", found in Appendix 1 of this *Guide for Tutors*.

Learning progress regarding fractions			
	Easily	**With difficulty**	**Not yet**
The adult understands the basic concepts of fractions.			
The adult can use the basic concepts of fractions, in his/her everyday life.			

Learning progress regarding the four operations			
	Easily	**With difficulty**	**Not yet**
The adult recognizes the plus sign.			
The adult recognizes the minus sign.			
The adult uses the vocabulary associated with addition.			
The adult uses the vocabulary associated with subtraction.			
The adult can add numbers without carrying over.			
The adult can subtract numbers without borrowing.			
The adult adds numbers by carrying over.			
The adult can subtract numbers by borrowing.			
The adult can add sums of money.			
The adult can subtract sums of money.			
The adult can solve problems of addition and subtraction in daily life.			
The adult can use a calculator.			
The adult can use a calculator to check his/her addition and subtraction.			
The adult recognizes the multiplication sign.			

	Easily	With difficulty	Not yet
The adult recognizes the division sign.			
The adult can use the vocabulary for multiplication.			
The adult can use the vocabulary for division.			
The adult can multiply by a one-digit multiplier.			
The adult can multiply by a multiplier with at least two digits.			
The adult can divide by a divisor with at least two digits.			
The adult can multiply sums of money.			
The adult can divide sums of money.			
The adult can check his/her multiplication and division calculations using a calculator.			
The adult can solve multiplication and division problems in everyday life.			

APPENDIX 1

COMPREHENSIVE TABLE OF LITERACY OBJECTIVES FOR LANGUAGE AND ARITHMETIC, STEPS ONE TO FOUR

DISTRIBUTION OF CONTENT :

English Literacy Units

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INTRODUCTION OF THE ENGLISH LITERACY UNITS

According to Section 34 of the *BASIC SCHOOL REGULATION RESPECTING EDUCATIONAL SERVICES FOR ADULTS IN GENERAL EDUCATION*, literacy is the first of the four learning phases in general education for adults. Each phase comprises a series of learning activities or courses which are broken down into units. The system used to define units under the literacy program is school boards takes into account the characteristics of literacy learners and the guidelines presented in *A Guide to Customized Literacy Training*.

The creation of units, which bear codes corresponding to specific learning content, should in no way suggest a purely academic or theme-related approach to literacy training.[9] Although schooling is an important part of the learning process, it must always be integrated into functional learning situations which are closely linked to the real needs of adult learners and which are essential to the transfer of learning. Theme-related objectives are designed to meet functional needs.

In this part of the document, the literacy objectives are grouped under four learning phases, or steps, comprised of a total of 27 codes. The letter "p" in the right hand column indicates that mastery of the code is a prerequisite for the adult to progress to the next step.

A letter accompanied by an asterisk indicates content which will be studied at the pre-secondary level.

The English Adaption

In keeping with the work done on the original version of this document in French, we have opted to maintain a similar format by including (to the best of our abilities) only those objectives which are measurable and/or observable (for testing and placement test purposes). Contrary to the order presented in Book 2, (the English objectives) we have presented the "writing" objectives first, as they are the most measurable.

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9 Remember to consult *A Guide to Customized Literacy Training* so as not to lose sight of the spirit in which theme-related content should be learned.

Please keep in mind that the objectives from the *Guide* which are identifiable as learning strategies or functional objectives are not included in the codes, although they continue to play a primary role in the orientations of the *Guide*. We have included any of those objectives which are more concrete and measurable, but we wish to remind the teacher that many whole-language objectives may and should be reviewed repeatedly, and must be reviewed and expanded upon from level to level, (most especially, in the "Listening and Speaking" and "Thinking" categories). Also, it is expected that the objectives from previous codes and steps will be elaborated on and be reviewed and tested before progressing to the next step.

STEP ONE

ENG-B011-4
ENG-B012-4
ENG-B013-4
ENG-B014-4

STEP ONE

ENG-B011-4

W. 1.1	To print or write ones name	2.73	P
W. 1.2	To print lower-case and capital letters of the alphabet	2.74	P
W. 1.3	To print words legibly	2.75	P
W. 1.8	To write simple sentences	2.80	P
W. 1.9	To distinguish between a complete sentence and a sentence fragment	2.81	
W. 1.10	To use a capital at the beginning of a sentence	2.82	P
W. 1.11	To use end punctuation correctly	2.83	P
W. 1.12	To provide personal information	2.84	P
R. 1.7	To recognize each letter of the alphabet	2.33	P
R. 1.8	To recognize the difference between capital and lower-case letters	2.34	P
R. 1.11	To develop a basic sight vocabulary	2.37	
R. 1.12	To identify initial and final sounds	2.38	P
R. 1.13	To recognize and distinguish between short vowel sounds	2.39	P
R. 1.14	To recognize two-consonant digraphs as representing one sound	2.40	
R. 1.15	To listen for words that rhyme	2.41	
R. 1.16	To recognize the sounds of *er, ur, ir, ar, or*	2.42	P
R. 1.17	To recognize long vowel sounds	2.43	P
L.S. 1.2	To answer specific factual questions	2.12	
L.S. 1.3	To be able to provide personal information clearly	2.13	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP ONE

ENG-B012-4

W. 1.13	To write questions	2.85	
W. 1.14	To use capitals for proper nouns	2.86	
W. 1.21	To receive and write messages	2.93	
W. 1.22	To write informal notes	2.94	
W. 1.23	To write greeting cards and postcards	2.95	
W. 1.24	To address an envelope correctly	2.96	
W. 1.25	To narrate	2.97	
W. 1.26	To record	2.98	
R. 1.18	To recognize frequently used homophones	2.44	
R. 1.19	To recognize root words	2.45	
L.S. 1.4	To listen to and correctly interpret a short sequence of instructions	2.14	
L.S. 1.5	To recall specific information heard	2.15	
L.S. 1.6	To receive messages and directions accurately	2.16	
L.S. 1.7	To ask questions and make requests	2.17	P
L.S. 1.8	To relate one's own experiences to ideas and concepts heard and read	2.18	
V. 1.1	To talk about things heard, seen or read	2.134	
V. 1.2	To ask questions to clarify procedures and concepts	2.135	
V. 1.3	To express ideas, facts and opinions clearly	2.136	
V. 1.4	To associate the spoken word with pictures and symbols	2.137	
T.S. 1.11	To distinguish between fact and fiction	2.160	
T.S. 1.13	To predict events, given facts	2.162	
T.S. 1.14	To understand analogy	2.163	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP ONE

ENG-B013-4

W. 1.27	To inform	2.99	
W. 1.28	To describe	2.100	
W. 1.33	To use transitional devices smoothly	2.105	
W. 1.34	To use cursive writing	2.106	
W. 1.35	To understand the use of periods in abbreviations	2.107	
W. 1.36	To use verbs and verb forms correctly	2.108	
W. 1.37	To make subject and predicate agree	2.109	
W. 1.38	To form the present tense in the third person	2.110	
W. 1.39	To form the negative correctly	2.111	
W. 1.40	To use and spell common plural nouns correctly	2.112	
W. 1.41	To use and spell singular and plural possessive pronouns correctly	2.113	
W. 1.42	To use auxiliary verbs	2.114	
W. 1.43	To use the apostrophe in contractions and possessives	2.115	
W. 1.44	To use negative and affirmative forms of contractions	2.116	
R. 1.21	To form contractions	2.47	
R. 1.23	To recognize compound words	2.49	
R. 1.25	To understand and apply the principle of syllabication	2.51	
R. 1.26	To understand the concept of abbreviation	2.52	P
R. 1.27	To use possessives	2.53	
L.S. 1.9	To relate experiences, feelings and ideas	2.19	
L.S. 1.10	To express opinions	2.20	
L.S. 1.13	To give instructions clearly so that others may follow them	2.23	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

V. 1.10	To predict the meaning of an unknown word when it is part of a list of known words	2.143	P
V. 1.11	To use familiar words to help in defining a new word	2.144	
V. 1.12	To use root words as an aid to understanding meanings	2.145	
V. 1.13	To recognize compound words	2.146	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP ONE

ENG-B014- 4

W. 1.45	To use the comma correctly	2.117	
W. 1.46	To avoid using double negatives	2.118	
W. 1.48	To use capitals in titles	2.120	P
W. 1.49	To choose the correct forms of pronouns for subject and object	2.121	
W. 1.50	To understand and use the letter format	2.122	
W. 1.51	To spell words used in social and work settings	2.123	
W. 1.52	To know the spelling of frequently used words with unusual spelling	2 124	
W. 1.59	To take dictation to help learn spelling	2.131	
W. 1.61	To use sound clues to look up words in a simplified dictionary	2.133	
R. 1.28	To recognize that some letters have more than one sound	2.54	
R. 1.30	To recognize silent letters in frequently used words	2.56	P
R. 1.31	To recognize, understand and use the most common prefixes and suffixes	2.57	
R. 1.39	To tell time	2.65	
R. 1.40	To use a calendar	2.66	
R. 1.41	To recognize common symbols	2.67	
R. 1.42	To use alphabetical order	2.68	
R. 1.44	To use a dictionary to find the meaning of words	2.70	
R. 1.45	To use a dictionary to find the spelling of a word	2.71	
R. 1.46	To use schedules/timetables	2.72	
V. 1.15	To use synonyms and antonyms to bring precision and variety to language	2.148	
V. 1.16	To develop new words by expanding on familiar words	2.149	

Note : *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP TWO

ENG-B021-4
ENG-B022-4
ENG-B023-4
ENG-B024-4

STEP TWO

ENG-B021-4

W. 2.1	To spell and use words related to personal information	2.223	P
W. 2.4	To use cursive writing	2.226	
W. 2.5	To form complete sentences	2.227	P
W. 2.6	To write questions	2.228	
W. 2.7	To distinguish between a complete sentence and a sentence fragment	2.229	
W. 2.8	To capitalize the first word in a formal piece of writing	2.230	P
W. 2.9	To capitalize proper nouns	2.231	
W. 2.10	To capitalize calendar divisions	2.232	P
W. 2.11	To know when words referring to people should be capitalized	2.233	
W. 2.15	To spell words used in social and work settings	2.237	
W. 2.16	To spell words frequently used in writing	2.238	
R. 2.6	To develop an advanced sight vocabulary	2.190	P
R. 2.7	To meet basic reading requirements	2.191	P
R. 2.13	To recognize consonant sounds including consonant blends	2.197	P
R. 2.14	To recognize two-consonant digraphs as representing one sound	2.198	
R. 2.15	To recognize silent letters	2.199	
R. 2.16	To recognize words that sound alike (homophones)	2.200	
R. 2.17	To pronounce words by sound units	2.201	
R. 2.18	To recognize that some letters have more than one sound	2.202	
R. 2.19	To recognize that different letters or combinations of letters may represent the same sounds	2.203	
V. 2.1	To talk about things heard, seen and/or read	2.284	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP TWO

ENG-B022-4

W. 2.17	To spell frequently used words with difficult spellings	2.239	
W. 2.22	To choose words carefully to convey the precise meaning intended	2.244	
W. 2.24	To write messages	2.246	
W. 2.25	To write informal notes	2.247	
W. 2.26	To write greeting cards and postcards	2.248	
W. 2.27	To know the required format for a letter	2.249	P
W. 2.28	To keep a personal diary or journal	2.250	
W. 2.29	To gain confidence in writing different types of personal letters	2.251	
R. 2.20	To recognize, understand, and use prefixes and suffixes and root words	2.204	
R. 2.21	To understand and apply the principle of syllabication	2.205	
L.S. 2.3	To answer specific factual questions	2.177	P
L.S. 2.4	To provide personal information clearly	2.178	P
L.S. 2.5	To recall specific information heard	2.179	
L.S. 2.6	To interpret directions and messages accurately	2.180	

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP TWO

ENG-B023-4

W. 2.30	To narrate	2.252	
W. 2.31	To describe	2.253	
W. 2.32	To record	2.254	
W. 2.33	To write compound and complex sentences	2.255	
W. 2.34	To correct faulty sentences	2.256	
W. 2.35	To use regular verbs in the past tense	2.257	P
W. 2.36	To understand and use common irregular verbs in the past tense	2.258	
W. 2.37	To understand the use of periods in abbreviations	2.259	
W. 2.38	To use the apostrophe in contractions and possessives	2.260	
W. 2.39	To meet standards for headings, margins, indentations, and writing and spelling in all written work	2.261	
W. 2.40	To use the appropriate format and style to complete different types of forms	2.262	P
R. 2.22	To read possessives correctly	2.206	P
R. 2.23	To understand the concept of abbreviations	2.207	
L.S. 2.7	To listen to and correctly interpret a short sequence of instructions	2.181	
L.S. 2.8	To ask questions and make requests	2.182	
L.S. 2.9	To give instructions and directions so that others may follow them	2.183	
L.S. 2.10	To relate one's own experiences to ideas and concepts heard and read	2.184	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

V. 2.5	To recognize compound words	2.288	P
V. 2.7	To use the metric system prefixes	2.290	
V. 2.8	To enrich vocabulary by learning new meanings for already familiar words	2.291	
V. 2.9	To be aware of idioms and colloquial usage	2.292	
T.S. 2.3	To recognize similarities and differences	2.297	
T.S. 2.4	To classify items by grouping	2.298	
T.S. 2.9	To distinguish between fact and fiction	2.303	
T.S. 2.10	To distinguish fact from opinion	2.304	
T.S. 2.11	To understand analogy	2.305	P

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP TWO

ENG-B024-4

W. 2.41	To use initial capitals for names of buildings, places and geographical features, and organizations and businesses	2.263	P
W. 2.42	To use and spell correctly common plural forms of nouns	2.264	P
W. 2.43	To form unusual noun plurals correctly	2.265	
W. 2.44	To use and spell singular and plural possessive nouns and pronouns correctly	2.266	
W. 2.45	To choose the correct pronouns for subject and object	2.267	
W. 2.46	To use proper punctuation in writing	2.268	
W. 2.47	To use the present tense correctly in the third person singular	2.269	P
W. 2.48	To use negative and affirmative contractions	2.270	
W. 2.49	To avoid using double negatives	2.271	
W. 2.50	To omit redundant words in the subject of a sentence	2.272	
W. 2.51	To understand and use correct sequential structure	2.273	
W. 2.54	To take dictation to improve spelling	2.276	
W. 2.60	To distinguish between homophones	2.282	
W. 2.61	To use sound clues to look up words in a dictionary	2.283	
R. 2.24	To use alphabetical order	2.208	P
R. 2.25	To tell time	2.209	P
R. 2.26	To use calendars	2.210	P
R. 2.27	To recognize common symbols	2.211	P
R. 2.29	To recognize specific information required	2.213	
R. 2.30	To use telephone directories	2.214	
R. 2.32	To use a dictionary to find the meaning of a word	2.216	P

R. 2.36	To use schedules and timetables	2.220	
R. 2.37	To read plans and diagrams	2.221	
R. 2.38	To use an encyclopedia	2.222	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP THREE

ENG-B031-4
ENG-B032-4
ENG-B033-4
ENG-B034-4

STEP THREE

ENG-B031-4

W. 3.4	To distinguish between a complete sentence and a sentence fragment	2.369	
W. 3.5	To capitalize proper nouns	2.370	P
W. 3.6	To know when words referring to people are to be capitalized	2.371	P
W. 3.10	To spell words used in social and work settings	2.375	
W. 3.11	To spell words frequently used in writing	2.376	
W. 3.12	To know frequently used words containing silent letters	2.377	
W. 3.17	To choose words carefully to suit the precise meaning intended	2.382	
W. 3.19	To write informal notes	2.384	
W. 3.20	To keep a personal diary or journal	2.385	
R. 3.13	To recognize consonant sounds, including consonant blends	2.346	
R. 3.14	To recognize two-consonant digraphs as representing one sound	2.347	P
R. 3.15	To recognize silent letters	2.348	P
R. 3.16	To recognize words that sound alike (homophones)	2.349	
R. 3.17	To pronounce words by sound units and to understand and apply of the principle of syllabication	2.350	P
R. 3.18	To recognize that some letters have more than one sound	2.351	
R. 3.19	To recognize that different letters or combinations of letters may represent the same sounds	2.352	
L.S. 3.2	To answer specific factual questions	2.317	
L.S. 3.3	To recall specific information heard	2.318	P
L.S. 3.4	To receive messages and give directions accurately	2.319	P
L.S. 3.5	To listen to and correctly interpret a short sequence of instructions	2.320	P
L.S. 3.6	To ask questions and make requests	2.321	
L.S. 3.7	To give instructions clearly so that others can follow them	2.322	P

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

ENG-B032-4

W. 3.21	To know the required format for a personal letter	2.386	P
W. 3.22	To gain confidence in writing different types of personal letters	2.387	
W. 3.23	To address an envelope correctly	2.388	P
W. 3.24	To narrate	2.389	
W. 3.25	To inform	2.390	
W. 3.26	To describe	2.391	
W. 3.27	To record	2.392	
W. 3.28	To write concisely and clearly	2.393	
W. 3.29	To adapt vocabulary and style to writing purpose	2.394	
R. 3.20	To recognize root words, prefixes and suffixes	2.353	P
L.S. 3.9	To relate one's own experience to ideas and concepts heard and read	2.324	
L.S. 3.10	To relate experiences, feelings, and ideas	2.325	
V. 3.1	To talk about things heard, seen, or read	2.429	P
V. 3.5	To use root words as an aid in determining the meanings of words	2.433	
T.S. 3.6	To recognize similarities and differences	2.450	
T.S. 3.7	To classify items by grouping	2.451	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP THREE

ENG-B033-4

W. 3.30	To know the required format for business letters	2.395	P
W. 3.31	To write different types of business letters	2.396	
W. 3.32	To write questions	2.397	P
W. 3.33	To use periods in abbreviations	2.398	
W. 3.34	To use the apostrophe in contractions and possessives	2.399	P
W. 3.35	To write compound and complex sentences using transitional devices	2.400	
W. 3.36	To correct faulty sentences	2.401	
W. 3.37	To understand and use common irregular verbs in the past tense	2.402	
W. 3.38	To form the present tense in the third person	2.403	P
W. 3.39	To show agreement of subject and verb	2.404	
R. 3.21	To understand the concept of abbreviations	2.354	
R. 3.23	To use the telephone directory	2.356	P
L.S. 3.11	To express opinions	2.326	
L.S. 3.12	To agree or disagree courteously	2.327	
L.S. 3.13	To recognize the important ideas in a presentation	2.328	P
V. 3.7	To ask questions to clarify procedures or concepts	2.435	
V. 3.8	To express ideas, facts and opinions clearly	2.436	
V. 3.9	To use knowledge of root words and suffixes to understand various job titles and duties	2.437	
V. 3.10	To enrich vocabulary by learning new meanings for familiar words	2.438	P
V. 3.11	To understand and use the metric system prefixes	2.439	P
V. 3.12	To choose words to express the exact meaning intended	2.440	
V. 3.13	To be aware of idioms and colloquial usage	2.441	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP THREE

ENG-B034-4

W. 3.40	To use capital letters for proper nouns	2.405	
W. 3.41	To use quotation marks in direct quotations	2.406	
W. 3.42	To use the comma correctly	2.407	
W. 3.43	To form the plural of common nouns	2.408	
W. 3.44	To form unusual noun plurals correctly	2.409	
W. 3.45	To use and spell singular and plural possessive pronouns and nouns	2.410	P
W. 3.46	To choose the correct pronouns for subject and object	2.411	
W. 3.47	To use proper punctuation in writing	2.412	
W. 3.48	To use negative and affirmative contractions	2.413	P
W. 3.49	To avoid using double negatives	2.414	P
W. 3.50	To omit unnecessary words in the subject of a sentence	2.415	P
W. 3.51	To understand and use commonly misused adverbs and adjectives	2.416	
W. 3.52	To understand and use correct sentence structure	2.417	
W. 3.54	To adapt printing to complete different types of forms	2.419	P
W. 3.62	To distinguish between homophones	2.427	
W. 3.63	To use sound clues to look up words in a dictionary	2.428	
R. 3.24	To understand and use a dictionary	2.357	
R. 3.25	To understand and use a thesaurus	2.358	
R. 3.27	To use a newspaper for finding information	2.360	
R. 3.28	To use manuals and guides	2.361	

R. 3.29	To use schedules and timetables	2.362	
R. 3.30	To read plans and diagrams	2.363	
R. 3.31	To read maps	2.364	
R. 3.32	To use an encyclopedia	2.365	
T.S. 3.11	To distinguish between fact and fiction	2.455	
T.S. 3.12	To distinguish fact from opinion	2.456	
T.S. 3.13	To understand analogy	2.457	
T.S. 3.16	To predict events, given facts	2.460	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP FOUR

ENG-B041-4
ENG-B042-4
ENG-B043-4
ENG-B044-4

STEP FOUR

ENG-B041-4

W. 4.3	To express opinions and values in writing	2.520	
W. 4.4	To distinguish between a complete sentence and a sentence fragment	2.521	P
W. 4.5	To use complete sentences and know the various sentence forms	2.522	P
W. 4.6	To write compound and complex sentences	2.523	P
W. 4.7	To correct faulty sentences	2.524	P
W. 4.8	To recognize and use paragraphs	2.525	P
W. 4.9	To spell words used in social and work settings	2.526	P
W. 4.10	To spell words frequently used in writing	2.527	P
W. 4.11	To spell common words containing silent letters	2.528	P
W. 4.12	To understand and use common irregular verbs in the past tense	2.529	P
W. 4.13	To make subject and verb agree	2.530	P
W. 4.14	To identify the subject and predicate in a sentence	5.531	
W. 4.15	To use the negative form correctly	5.532	P
W. 4.16	To choose words carefully to suit the precise meaning intended	2.533	P
R. 4.7	To identify a writer's intent	2.495	
R. 4.12	To recognize words that sound alike (homophones)	2.500	P
R. 4.13	To recognize that some letters may have more than one sound	2.501	P
R. 4.14	To recognize that different letters or combinations of letters may represent the same sounds	2.502	P
L.S. 4.1	To relate ones experiences to ideas and concepts heard and read	2.472	P
T.S. 4.5	To recognize similarities and differences	2.594	P

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP FOUR

ENG-B042-4

W. 4.17	To write concisely and clearly	2.534	P
W. 4.18	To use transitional devices smoothly	2.535	
W. 4.19	To adapt vocabulary and style to writing purpose	2.536	P
W. 4.20	To use comparisons to make writing more lively and vivid	2.537	
W. 4.21	To keep a diary or journal	2.538	
W. 4.22	To gain confidence in writing different types of personal letters	2.539	
W. 4.23	To use initial capital letters in proper names	2.540	P
W. 4.24	To use proper punctuation in writing	2.541	P
W. 4.25	To understand the formation and use of abbreviations	2.542	P
W. 4.26	To use the comma correctly	2.543	P
R. 4.15	To recognize, understand, and use root words, prefixes, and suffixes	2.503	P
L.S. 4.2	To relate experiences, feelings, and ideas	2.473	P
L.S. 4.3	To express opinions	2.474	P
L.S. 4.4	To agree or disagree courteously	2.475	
L.S. 4.9	To summarize an oral report	2.480	P
V. 4.1	To use synonyms and antonyms to enhance writing	2.577	P
V. 4.2	To use root words as an aid in determining meaning	2.578	P
V. 4.3	To ask questions to clarify procedures or concepts	2.579	P
V. 4.4	To express ideas, facts, and opinions clearly	2.580	P

V. 4.6	To choose words to express the exact meaning intended	2.582	P
V. 4.7	To be familiar with colloquial usage	2.583	P
V. 4.11	To use knowledge of root words and suffixes to understand various job titles and duties	2.587	
T.S. 4.6	To classify items by grouping	2.595	P

Note: It is expected that the objectives from previous codes and steps will be reviewed and tested.

STEP FOUR

ENG-B043-4

W. 4.27	To use quotation marks in direct quotations	2.544	P
W. 4.32	To take dictation to improve spelling	2.549	
W. 4.34	To distinguish between common homophones	2.551	P
W. 4.35	To write different types of business letters	2.552	P
W. 4.41	To narrate	2.558	
W. 4.42	To inform	2.559	
W. 4.43	To give directions	2.560	P
W. 4.44	To record	2.561	
W. 4.45	To write a simple report	2.562	
W. 4.46	To take minutes	2.563	
W. 4.47	To use dialogue in writing	2.564	
W. 4.48	To write in the poetic mode	2.565	
W. 4.49	To use the essay form	2.566	
R. 4.16	To understand and apply the principle of syllabication	2.504	P
R. 4.17	To understand the concept of abbreviations	2.505	P
R. 4.19	To use a newspaper for finding information	2.507	
R. 4.20	To use the dictionary	2.508	P
R. 4.21	To understand and use a thesaurus	2.509	
T.S.4.10	To distinguish between fact and fiction	2.599	P
T.S.4.11	To distinguish fact from opinion	2.600	P
T.S.4.12	To understand analogy	2.601	P
T.S.4.15	To predict events, given facts	2.604	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

STEP FOUR

ENG-B044-4

W. 4.35	To write different types of business letters	2.552	P
W. 4.36	To write letters to the editor of a newspaper or magazine	2.553	
W. 4.37	To meet standards for headings, margins, indentation, writing, and spelling in all written work	2.554	P
		2.567	
W. 4.50	To write a simple research paper	2.568	
W. 4.51	To use the colon and semi-colon	2.569	
W. 4.52	To use the hyphen	2.570	
W. 4.53	To use parentheses and brackets	2.571	P
W. 4.54	To know the functions of various parts of speech	2.572	P
W. 4.55	To distinguish between common and proper nouns, singular and plural nouns, possessive nouns	2.573	P
W. 4.56	To distinguish between adverbs and adjectives	2.574	P
W. 4.57	To choose the correct pronouns for subject and object	2.575	
W. 4.58	To understand and use correct sentence structure	2.576	
W. 4.59	To use verbs in the active and passive voice		
R. 4.23	To use particular manuals and guides	2.511	
R. 4.25	To use schedules and timetables	2.513	
R. 4.26	To read plans and diagrams	2.514	
R. 4.27	To read maps	2.515	
R. 4.28	To use an atlas	2.516	
R. 4.29	To use an encyclopedia	2.517	
LS. 4.16	To participate effectively in various interview situations	2.487	

Note: *It is expected that the objectives from previous codes and steps will be reviewed and tested.*

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INTRODUCTION OF THE ARITHMETIC ALPHANUMERICAL CODES

According to Section 34 of the *BASIC SCHOOL REGULATION RESPECTING EDUCATIONAL SERVICES FOR ADULTS IN GENERAL EDUCATION*, literacy is the first of the four learning phases in general education for adults. Each phase comprises a series of learning activities or courses which are broken down into alphanumerical codes. The system used to define codes under the literacy program is school boards takes into account the characteristics of literacy learners and the guidelines presented in *A Guide to Customized Literacy Training*.

The creation of units, which bear codes corresponding to specific learning content, should in no way suggest a purely academic or theme-related approach to literacy training.[10] Although schooling is an important part of the learning process, it must always be integrated into functional learning situations which are closely linked to the real needs of adult learners and which are essential to the transfer of learning. Theme-related objectives are designed to meet functional needs.

In this part of the document, the literacy objectives are grouped under four learning phases, or steps, comprised of a total of 16 codes. The letter "P" in the right hand column indicates that mastery of the code is a prerequisite for the adult to progress to the next step. A letter accompanied by an asterisk indicates content which will be studied at the pre-secondary level.

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10 Remember to consult *A Guide to Customized Literacy Training* so as not to lose sight of the spirit in which theme-related content should be learned.

STEP ONE

MTH-B011-2
MTH-B012-2
MTH-B013-1
MTH-B014-3

STEP ONE

MTH-B011-2

A 1.01	To acquire certain basic concepts necessary for learning arithmetic: situating themselves in space.	P
A 1.02	To acquire certain basic concepts necessary for learning arithmetic: situating themselves in time.	P
A 1.03	To apply acquired knowledge to everyday objects or situations: situating themselves in space.	P
A 1.04	To apply acquired knowledge to everyday objects or situations: situating themselves in time.	P
A 1.05	To acquire certain basic concepts necessary for learning geometry: situating themselves in space.	P
A 1.06	To apply acquired knowledge to everyday objects or situations.	P
A 1.07	To recognize certain geometric shapes.	
A 1.08	To apply acquired knowledge to everyday objects or situations.	
A 1.09	To acquire certain basic concepts necessary for learning arithmetic (quantity).	P
A 1.10	To apply acquired knowledge to everyday objects or situations.	P

STEP ONE

MTH-B012-2

A 1.11	To recognize the symbols =, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, $ and ¢.	P
A 1.12	To use symbols.	P
A 1.13	To count, using numbers (1 to 99).	P
A 1.14	To form a two-digit number.	P
A 1.15	To break down a two-digit number.	P
A 1.16	To read a number less than 100.	P
A 1.17	To write a number less than 100.	P
A 1.18	To distinguish between odd and even numbers.	
A 1.19	To compare numbers under 100.	P
A 1.20	To rank numbers under 100.	P
A 1.21	To apply acquired knowledge (numbers from 1 to 100) to everyday situations.	P
A 1.22	To form a number of three or four digits.	P
A 1.23	To break down a number of three or more digits.	P
A 1.24	To read a number greater than 100.	P
A 1.25	To write a number greater than 100.	P

A 1.26	To compare numbers of three or more digits.	P
A 1.27	To rank numbers of three or more digits.	P
A 1.28	To apply acquired knowledge (numbers greater than 100) to everyday situations.	P

STEP ONE

MTH-B013-1

A 1.29	To distinguish between coins and bills.	P
A 1.30	To establish equivalences between different monetary values.	
A 1.31	To count sums of money.	P
A 1.32	To read sums of money.	P
A 1.33	To write sums of money.	P
A 1.34	To compare sums of money.	P
A 1.35	To rank sums of money.	P
A 1.36	To round off to the nearest dollar.	P
A 1.37	To apply acquired knowledge to everyday situations.	P
A 1.38	To write numbers as words.	P
A 1.39	To write cheques.	P
A 1.40	To read receipts.	P
A 1.41	To apply acquired knowledge to everyday situations.	

STEP ONE

MTH-B014-3

A 1.42	To recognize the plus sign.	
A 1.43	To recognize the minus sign.	
A 1.44	To use the vocabulary associated with addition.	
A 1.45	To use the vocabulary associated with subtraction.	
A 1.46	To become familiar with the calculator.	
A 1.47	To add and subtract using a calculator.	P
A 1.48	To apply a problem-solving approach (reasoning) to everyday situations, using a calculator (+, -).	P
A 1.49	To recognize the multiplication sign.	
A 1.50	To recognize the division sign.	
A 1.51	To use the vocabulary associated with multiplication.	
A 1.52	To use the vocabulary associated with division.	
A 1.53	To multiply and divide using a calculator.	P
A 1.54	To apply a problem-solving approach (reasoning) to everyday situations, using a calculator (x, ÷).	P

STEP TWO

MTH-B021-1
MTH-B022-2
MTH-B023-3
MTH-B024-4

STEP TWO

MTH-B021-1

A 2.01	To acquire certain basic concepts necessary for learning fractions.	P
A 2.02	To apply acquired knowledge to everyday objects or situations.	P
A 2.03	To recognize the percent sign.	
A 2.04	To define "percentage".	
A 2.05	To use the vocabulary associated with percentage.	
A 2.06	To calculate percentages using a calculator.	
A 2.07	To apply a problem-solving approach (reasoning) to everyday situations, using a calculator.	

STEP TWO

MTH-B022-2

A 2.08	To recognize the symbol for degrees Celsius.	
A 2.09	To use instruments for measuring temperature.	
A 2.10	To read the temperature.	
A 2.11	To indicate key points on the temperature scale.	
A 2.12	To estimate the ambient temperature.	
A 2.13	To read and write metric units of time.	
A 2.14	To establish equivalences between different units of time.	
A 2.15	To add and subtract units of time in everyday situations.	
A 2.16	To be familiar with the symbols and vocabulary associated with metric units of length.	
A 2.17	To estimate length in metric units.	
A 2.18	To use instruments for measuring length.	
A 2.19	To be familiar with the symbols and vocabulary associated with metric units of liquid volume.	
A 2.20	To estimate quantity in metric units of liquid volume.	
A 2.21	To use instruments for measuring liquid volume.	

A 2.22	To be familiar with the symbols and vocabulary associated with metric units of weight.	
A 2.23	To estimate weight in metric units.	
A 2.24	To use instruments for measuring weight.	

STEP TWO

MTH-B023-3

A 2.25	To recognize the plus sign.	P
A 2.26	To recognize the minus sign.	P
A 2.27	To use the vocabulary associated with addition.	P
A 2.28	To use the vocabulary associated with subtraction.	P
A 2.29	To add numbers without carrying over.	P
A 2.30	To subtract numbers without borrowing.	P
A 2.31	To add numbers using carry-over.	P
A 2.32	To subtract numbers using borrowing.	P
A 2.33	To add sums of money.	P
A 2.34	To subtract sums of money.	P
A 2.35	To estimate the result of an addition.	
A 2.36	To estimate the result of a subtraction.	
A 2.37	To apply a problem-solving approach (reasoning) to everyday situations (+, -).	P
A 2.38	To become familiar with the calculator.	P
A 2.39	To use a calculator.	P
A 2.40	To check results obtained using a calculator.	P

STEP TWO

MTH-B024-4

A 2.41	To recognize the multiplication sign.	P
A 2.42	To recognize the division signs.	P
A 2.43	To use the vocabulary associated with multiplication.	P
A 2.44	To use the vocabulary associated with division.	P
A 2.45	To multiply by a one-digit multiplier.	P
A 2.46	To divide by a one-digit divisor.	P
A 2.47	To multiply by a multiplier with at least two digits.	P
A 2.48	To divide by a divisor with at least two digits.	P
A 2.49	To multiply sums of money.	P
A 2.50	To divide sums of money.	P
A 2.51	To multiply a number by 10, 100 and 1000 using mental calculation.	
A 2.52	To divide a number by 10, 100 and 1000 using mental calculation.	
A 2.53	To master the multiplication tables.	
A 2.54	To master the division tables.	
A 2.55	To estimate the result of a multiplication.	

A 2.56	To estimate the result of a division.	
A 2.57	To multiply and divide using a calculator.	P
A 2.58	To apply a problem-solving approach (reasoning) to everyday situations (x, ÷).	P

STEP THREE

MTH-B031-2
MTH-B032-2
MTH-B033-1
MTH-B034-1

STEP THREE

MTH-B031-2

A 3.01	To recognize proper fractions in everyday situations.	P*
A 3.02	To recognize numerical representations of fractions.	P
A 3.03	To recognize what a fraction is: perceiving a fraction as part of a whole.	P*
A 3.04	To recognize what a fraction is: perceiving a fraction as part of a group of similar objects.	P*
A 3.05	To read proper fractions.	P*
A 3.06	To write proper fractions.	P*
A 3.07	To compare different fractions.	P*
A 3.08	To use the vocabulary associated with proper fractions.	*
A 3.09	To add fractions with the same denominator.	P*
A 3.10	To subtract fractions with the same denominator.	P*
A 3.11	To find a fraction that is equivalent to a given fraction.	P*
A 3.12	To simplify or reduce a fraction to its lowest terms.	*
A 3.13	To recognize the equivalence between a mixed number and an improper fraction with the same denominator.	P
A 3.14	To change a mixed number into an improper fraction.	
A 3.15	To change an improper fraction into a mixed number.	*

* *seen at the prescondary level*

A 3.16	To compare two fractions using a table of fractions.	P*
A 3.17	To add two fractions, one of whose denominators is a multiple of the denominator of the other.	*
A 3.18	To add two fractions with prime denominators.	*
A 3.19	To add a fraction and a mixed number or a whole natural number, or to add two mixed numbers.	*
A 3.20	To subtract a fraction from a mixed number or subtract two mixed numbers without borrowing.	*
A 3.21	To subtract a fraction or a mixed number from a mixed number with the same denominator by borrowing.	
A 3.22	To subtract two fractions, one of whose denominators is a multiple of the denominator of the other.	*
A 3.23	To subtract two fractions with prime denominators.	*
A 3.24	To subtract a fraction from a mixed number or a natural whole number, or to subtract one mixed number from another by borrowing.	
A 3.25	To multiply a whole number by a fraction.	P*
A 3.26	To multiply two fractions.	*
A 3.27	To multiply a fraction by a mixed number.	
A 3.28	To divide a whole number by a fraction.	
A 3.29	To change a proper fraction into a decimal.	P
A 3.30	To estimate the results of the four basic operations with the most common fractions.	
A 3.31	To apply a problem-solving approach (reasoning) to everyday situations involving proper fractions.	

* *seen at the presecondary level*

STEP THREE

MTH-B032-2

A 3.32	To use the vocabulary associated with decimals.	P
A 3.33	To read decimals.	P*
A 3.34	To write decimals.	P*
A 3.35	To compare decimals.	P*
A 3.36	To round off decimals to the nearest whole or half.	P
A 3.37	To arrange decimals in order.	P*
A 3.38	To change a proper fraction into a decimal, using a calculator.	P
A 3.39	To perform operations on decimals using a calculator.	P
A 3.40	To estimate the results of operations on decimals using a calculator.	
A 3.41	To apply a problem-solving approach (reasoning) to everyday situations, using a calculator.	P
A 3.42	To add decimals.	*
A 3.43	To subtract decimals.	*
A 3.44	To multiply decimals.	*
A 3.45	To multiply a decimal by 10, 100 or 1000, using mental calculation.	P*
A 3.46	To divide decimals.	
A 3.47	To divide a decimal by 10, 100, or 1000, using mental calculation.	P*

* *seen at the presecondary level*

A 3.48	To estimate the results of operations on decimals.	
A 3.49	To apply a problem-solving approach (reasoning) to everyday situations.	*

* *seen at the presecondary level*

STEP THREE

MTH-B033-1

A 3.50	To recognize the symbol for degrees Celsius.	P
A 3.51	To use instruments for measuring temperature.	P
A 3.52	To read and write the temperature.	P*
A 3.53	To indicate key points on the temperature scale.	P
A 3.54	To estimate the ambient temperature.	
A 3.55	To read and write metric units of time.	P*
A 3.56	To establish equivalences between different units of time.	P*
A 3.57	To recognize the vocabulary associated with metric units of time.	P*
A 3.58	To add and subtract units of time in everyday situations.	P
A 3.59	To multiply units of time in everyday situations.	P
A 3.60	To divide units of time in everyday situations.	P
A 3.61	To recognize the symbols and vocabulary associated with metric units of length.	P
A 3.62	To determine the metric unit of length appropriate to a given item.	P*
A 3.63	To estimate different lengths.	*

A 3.64	To use instruments for measuring length.	P*
A 3.65	To establish equivalences between different metric units of length.	P*
A 3.66	To perform the four basic operations (+, -, x, ÷) on metric units of length.	P
A 3.67	To apply acquired knowledge to problems involving metric units of length in everyday situations.	P*

* *seen at the presecondary level*

STEP THREE

MTH-B034-1

A 3.68	To recognize the symbols and vocabulary associated with metric units of liquid volume.	P
A 3.69	To determine the metric unit of liquid volume appropriate to a given item.	P
A 3.70	To estimate a quantity in metric units of liquid volume.	
A 3.71	To use instruments for measuring liquid volume.	P
A 3.72	To establish equivalences between different metric units of liquid volume.	P
A 3.73	To perform the four basic operations (+, -, x, ÷) on metric units of liquid volume.	P
A 3.74	To apply acquired knowledge to problems involving metric units of liquid volume in everyday situations.	P
A 3.75	To recognize the symbols and vocabulary associated with metric units of weight.	P*
A 3.76	To determine the metric unit of weight appropriate to a given item.	P*
A 3.77	To estimate weight in metric units.	*
A 3.78	To use instruments for measuring weight.	P
A 3.79	To establish equivalences between metric units of weight.	P*

* *seen at the presecondary level*

A 3.80	To perform the four basic operations (+, -, x, ÷) on metric units of weight.	P
A 3.81	To apply acquired knowledge to problems involving metric units of weight in everyday situations.	P*
A 3.82	To solve problems involving metric units, using a calculator.	P

* *seen at the presecondary level*

STEP FOUR

MTH-B041-1
MTH-B042-1
MTH-B043-1
MTH-B044-1

STEP FOUR

MTH-B041-1

A 4.01	To recognize the percent sign.	P
A 4.02	To define "percentage".	P*
A 4.03	To use the vocabulary associated with percentage.	P
A 4.04	To calculate percentages.	P*
A 4.05	To estimate the result of an operation involving a percentage.	*
A 4.06	To apply a problem-solving approach to everyday situations involving percentages.	P*

* *seen at the presecondary level*

STEP FOUR

MTH-B042-1

A 4.07	To be familiar with the rule of three.	P
A 4.08	To know when and how to use the rule of three.	P
A 4.09	To estimate the result of a problem solved using the rule of three.	
A 4.10	To apply a problem-solving approach using the rule of three in everyday situations.	P

STEP FOUR

MTH-B043-1

A 4.11	To recognize certain geometric figures.	P*
A 4.12	To measure straight lines.	P*
A 4.13	To recognize certain symbols and vocabulary associated with geometry.	P*
A 4.14	To use measuring instruments.	P
A 4.15	To measure angles.	P
A 4.16	To construct angles.	P
A 4.17	To estimate the size of angles.	
A 4.18	To recognize the symbols and vocabulary associated with perimeter.	P*
A 4.19	To calculate perimeters.	P*
A 4.20	To recognize the symbols and vocabulary associated with area.	P*
A 4.21	To calculate area.	P*
A 4.22	To estimate perimeters and areas.	*

* *seen at the presecondary level*

STEP FOUR

MTH-B044-1

A 4.23	To recognize the symbols and vocabulary associated with circles.	
A 4.24	To measure a diameter.	
A 4.25	To find a radius.	
A 4.26	To measure a circumference.	
A 4.27	To recognize the symbols and vocabulary associated with volume.	P*
A 4.28	To calculate volume.	P*
A 4.29	To estimate volume.	*
A 4.30	To recognize the symbols associated with scale drawings.	P
A 4.31	To calculate real dimensions or distances from a scale drawing or a road map.	P
A 4.32	To do a scale drawing.	P
A 4.33	To estimate size and distance.	

* *seen at the presecondary level*

APPENDIX 2

DISTRIBUTION OF ALPHANUMERICAL LITERACY CODES AMONG TRAINING UNITS

DISTRIBUTION OF ALPHANUMERICAL LITERACY CODES AMONG TRAINING UNITS

STEP 1	STEP 2	STEP 3	STEP 4
600 hours 24 units 8 codes	650 hours 26 units 8 codes	550 hours 22 units 8 codes	500 hours 20 units 8 codes
ENGLISH 400 hours	**ENGLISH** 400 hours	**ENGLISH** 400 hours	**ENGLISH** 400 hours
ENG-B011-4 (13 P)	ENG-B021-4 (7 P)	ENG-B031-4 (9 P)	ENG-B041-4 (17 P)
ENG-B012-4 (1 P)	ENG-B022-4 (3 P)	ENG-B032-4 (4 P)	ENG-B042-4 (17 P)
ENG-B013-4 (2 P)	ENG-B023-4 (5 P)	ENG-B033-4 (8 P)	ENG-B043-4 (10 P)
ENG-B014-4 (2 P)	ENG-B024-4 (8 P)	ENG-B034-4 (5 P)	ENG-B044-4 (6 P)
ARITHMETIC 200 hours	**ARITHMETIC** 250 hours	**ARITHMETIC** 150 hours	**ARITHMETIC** 100 hours
MTH-B011-2 (8 P)	MTH-B021-1 (2 P)	MTH-B031-2 (14 P)	MTH-B041-1 (5 P)
MTH-B012-2 (17 P)	MTH-B022-2 (0 P)	MTH-B032-2 (11 P)	MTH-B042-1 (3 P)
MTH-B013-1 (11 P)	MTH-B023-3 (14 P)	MTH-B033-1 (16 P)	MTH-B043-1 (10 P)
MTH-B014-3 (4 P)	MTH-B024-4 (12 P)	MTH-B034-1 (13 P)	MTH-B044-1 (5 P)

Legend: ENG-B011-4 (3 P) means:

ENG (English), B (base), 01 (Step One), 1 (first code), 4 (number of units, each unit corresponds to 25 hours of training), 3 P (3 prerequisites).